



# Group Work in Schools



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# Organizing, Conducting, and Evaluating the Group Experience

A 9 step process

# Organizing, Conducting, and Evaluating the Group Experience

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## ► Pre-group

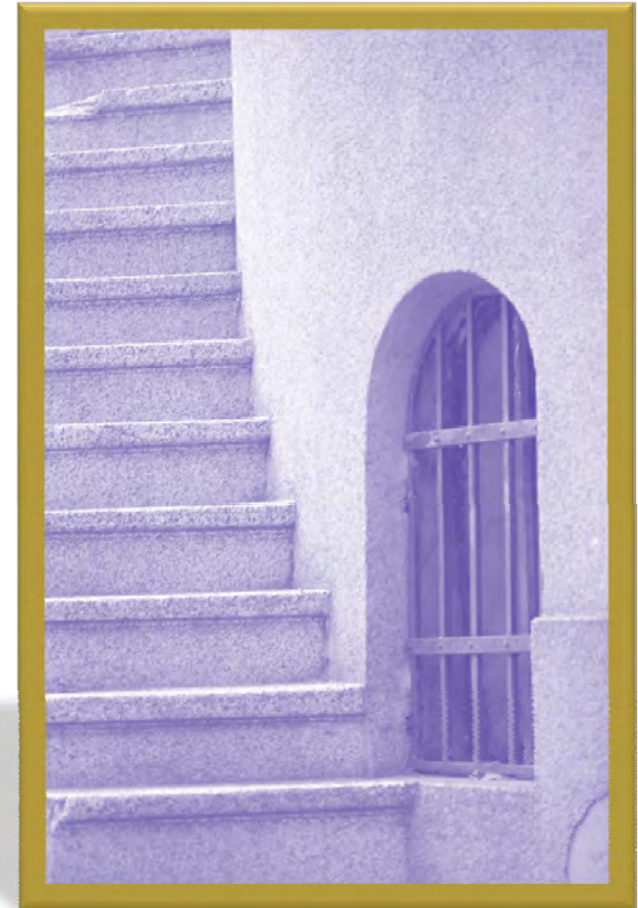
- Step 1: Conduct a Needs Assessment
- Step 2: Develop a Written Proposal
- Step 3: Recruit
- Step 4: Screen and Select
- Step 5: Pretest and Pre Session
- Step 6: Material and Procedural Preparation


## ► Group

- Step 7: Conduct the Sessions

## ► Post- group

- Step 8: Post Test/ Evaluate
- Step 9: Conduct a Follow Up Session





## Step 1: Conduct a Needs Assessment

# Step 1: Conduct a Needs Assessment

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- ▶ A needs assessment consists of gathering information to determine the core problem or need, and, ultimately to identify the goals for a group.
  - interviews,
  - observations,
  - surveys,
  - and document review
- ▶ The group proposal begins with the identification of a problem or need via a needs assessment.



## Step 1: Conduct a Needs Assessment

The type of need identified in a needs analysis may be one of six (Burton & Merrill, 1991):

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### Normative need

- A normative need exists when an individual or group has a deficiency, fall below the norm or expectation of some established group. For example, students in a school score below national average

### Felt need

- This need is present when someone feels that it ought to be done or an individual desire to improve.

### Expressed need or demand

- A felt need becomes an expressed need when people put what they want into actions; there is more need than there is a supply. For example, 300 students show up for Introduction to Biology at 8am and the room contains 100 chairs .

## Step 1: Conduct a Needs Assessment

The type of need identified in a needs analysis may be one of six (Burton & Merrill, 1991):

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### Comparative need

- A comparative need is present when two groups with similar characteristics do not receive a similar services or products. A discrepancy exists between two groups. For example, one high school has a state of the arc computer laboratory and every other high school in the district does not.

### Anticipated or future needs

- This need is concerned with "what will be" rather than "what is". A discrepancy between what is currently available and the what is projected as a future demand. Identifying such needs should be part of any planned change so training can be designed prior to implementation of the change. For example, a school principal and supervisors might decide to implement a new instructional technology next year. An anticipated need is the knowledge teachers require to use the technology effectively in a classroom.

### Critical-incident need

- Critical incident needs are identified by analyzing potential problems and emerge when failures have significant consequences happen. For example, shootings in Columbine High and other schools prompted needs for security measures to be taken in public schools.

# Step 1: Conduct a Needs Assessment in 4 Stages

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## Planning

- define the audience, the type of data that needs to be collected, and how the data will be collected.
- decides if you will collect data from the entire audience or a portion of the audience and develop the data collection tool (i.e. interview questions, questionnaire, focus-group interview, archival data, etc.

## Collecting data

- collect the data via the planned method.

## Analyzing the data

- employ statistical analysis procedures and analyze the data.
- prioritize the needs on the basis of economic value (e.g., cost value to the company, impact (e.g., number of people affected), a ranking scale, frequency of identification or timeliness

## Compiling a report/ begin planning the group

- completes a report with four sections: the purpose, the process (e.g., how the assessment was carried out and who was involved), the results (quantitative charts and graphs and qualitative narrative), and recommendations including the identification of goals and group proposal.



# Step 1: Conduct a Needs Assessment

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- ▶ The result of a needs assessment is a description of a problem, evidence of the causes of the problem, and a list of possible solutions or interventions. The result of the needs assessment should also be one or more well-defined goals.



# Step 1: Conduct a Needs Assessment

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## ▶ Example Assessments





## Needs Assessment : Group Activity

- ▶ Break up into small groups, discuss & provide feedback on the following:
- ▶ The research that provided a rationale for the group topic you planned
- ▶ Explain how you will assess the need for the group. Identify at least 2 existing data sources (e.g. community crime reports, discipline reports, <http://nces.ed.gov/nationsreportcard/ltt/>, etc) and one other needs assessment approach.



## Step 2: Develop a Written Proposal

## Step 2: Develop a Written Proposal

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- ▶ Corey & Corey (1992) suggest that a well written proposal includes the following:
  - ▶ Description & Rationale
  - ▶ Goals and Objectives
  - ▶ Logistics
  - ▶ Procedures
  - ▶ Evaluation



# Step 2: Develop a Written Proposal

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- ▶ Description & Rationale
  - ▶ What is the purpose and whose needs does the group meet?
  - ▶ What topic will be covered?
- ▶ Goals and Objectives
  - ▶ What are the objectives?
  - ▶ Are the objectives reasonable for the age and ability of the participants?
  - ▶ Are objectives clear? Measurable? Reasonable for length of group?
- ▶ Logistics
  - ▶ Who will lead the group?
  - ▶ What are the leader's qualifications?
  - ▶ What ethical guidelines need to be followed and who will ensure this?
  - ▶ How will group members be selected? How many? What will be the inclusion criteria?
  - ▶ What is the plan for providing services for those not selected?
  - ▶ When will the group meet? Do all parties (parents, teachers, etc.) agree?
  - ▶ Where will the group meet and for how long?
  - ▶ Will the group be open or closed?
  - ▶ How will a situation be handled if a group member desires to drop out?

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▶ Corey & Corey (1992)

# Step 2: Develop a Written Proposal

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## Procedures

- ▶ What techniques will be used?
- ▶ How and when will the risks be explained to group members?
- ▶ How will you protect members from being harmed physically and psychologically?
- ▶ How will you explain limits of confidentiality?
- ▶ What special precautions need to be taken because you are dealing with minors?
- ▶ How will you handle requests from parents and teachers who want you to divulge information about a child and their work in group?
- ▶ How will you obtain informed consent and assent?
- ▶ Will you conduct research or recording?
- ▶ How will you ensure safety and confidentiality of group records?
- ▶ What will be the structure of the group?
- ▶ What will each session contain?

## Evaluation

- ▶ How will you determine if a member has changed due to the group experience?
- ▶ How are you going to determine whether your goals and objectives have been met?
- ▶ What follow up procedures do you anticipate?
- ▶ Who will receive evaluation data about the group?
- ▶ How will evaluation data be stored?
- ▶ How do you plan to evaluate the group leader?

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▶ Corey & Corey (1992)

# Step 2: Develop a Written Proposal

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Title & Topic

Population

Structure

Need/ Rationale

Goal and Objectives

Standards

Theoretical Orientation \*

Ethical, Legal, and Multicultural Issues \*

Recruitment and Screening \*

Program Evaluation

Session Outlines

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## Step 2: Develop a Written Proposal

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Title & Topic



## Step 2: Develop a Written Proposal

### Title & Description

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#### Title & Description

- ▶ “Growing Up Club”
- ▶ “Walk, Run Club”
- ▶ “The Breakfast Club”
- ▶ “The Twelve Angry Men”
- ▶ “Lord of the Flies”

#### Description

- ▶ Describe the current theoretical understanding of the problem, the purpose, and topics to be addressed.
- ▶ E.g. The group is to provide the children with the opportunity to use running/walking to reach personal goals, practice good sportsmanship, learn respect for self and others, develop healthy emotional regulation, develop a positive self-concept and develop a healthy lifestyle.



# Step 2: Develop a Written Proposal

## Title & Description

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### Example

- ▶ Psychoeducational school based group for depressed students focusing on coping social skills.
- ▶ Sommers- Flanagan et al (2000) in Journal for Specialist in Group Work provides
  - ▶ Evidence to support the use of a cognitive behavioral framework
  - ▶ Step by step format for a group

### Description

- ▶ Once the topic has been identified, it is important to examine the most current research and resources on the topic in preparation for developing all of the elements of the written proposal:
  - ▶ Gladding's (2003) Group Work
  - ▶ Corey & Corey's (2002) Groups
  - ▶ Journal for Specialist in Group Work
  - ▶ Small Group Research
  - ▶ Group Dynamics
  - ▶ The Professional School Counselor
  - ▶ Journal of School Counseling
  - ▶ Small Group Behavior
  - ▶ Journal of Adolescence
  - ▶ Group Dynamics
  - ▶ Journal of Counseling and Development
  - ▶ Journal of Group Psychotherapy
  - ▶ School and mental health counselors



## Step 2: Develop a Written Proposal Title & Description

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- ▶ Research is foundational to the development and implementation of group.

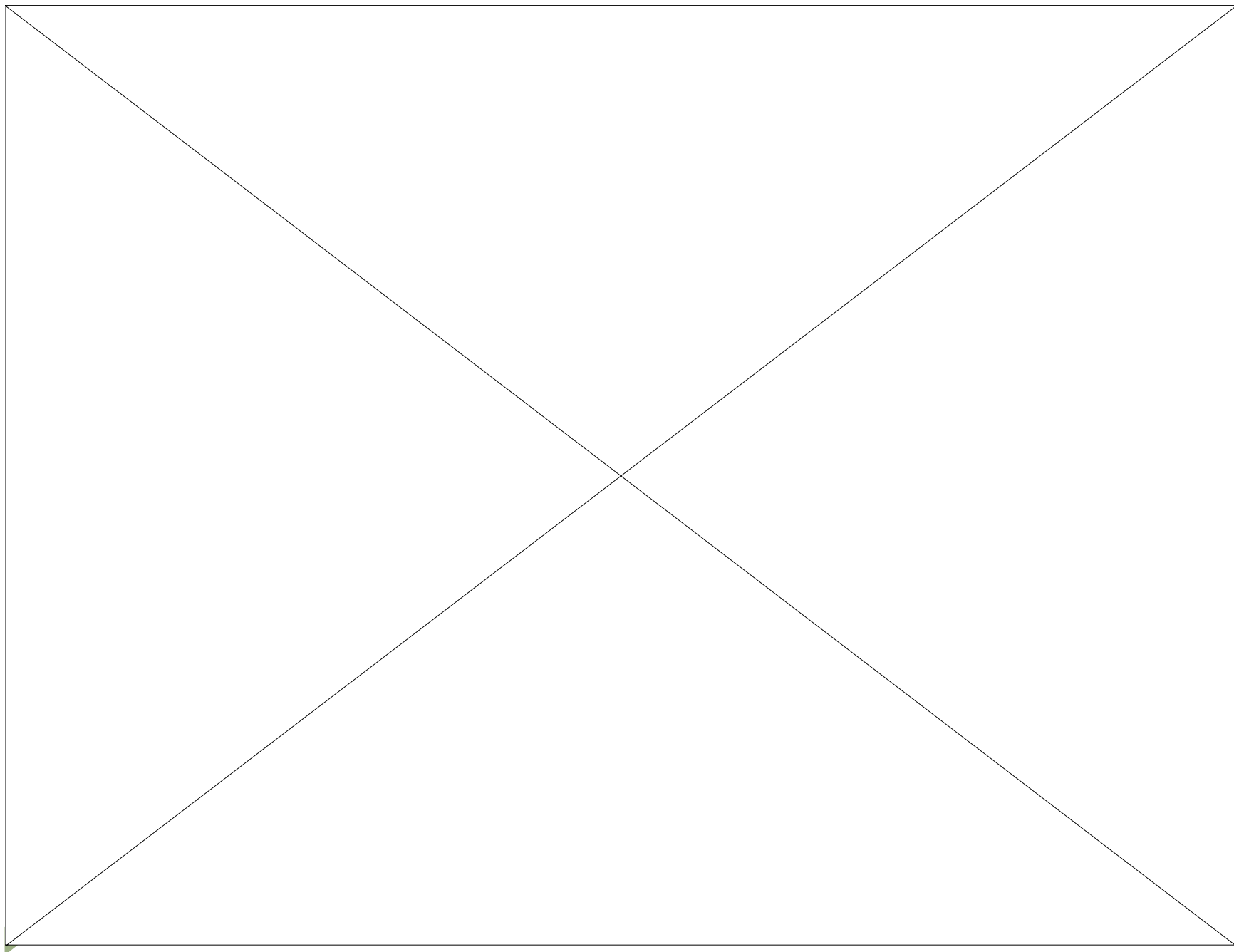


## Step 2: Develop a Written Proposal

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Population





# Step 2: Develop a Written Proposal, Population

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## Gender Mix

- ▶ Mixed gender and sex work well until early middle school, when gender pressure begins.
- ▶ Diversity in emotions and reactions in mixed groups enhance effectiveness (Kalter, 1998).
- ▶ Same sex groups in middle school lessen self-consciousness and increase self disclosure (Hines & Fields, 2002).
- ▶ Mixed gender groups for older teens is effective when the focus is relationships (Carrell, 2002).

## Group Size

- ▶ Ideal group sizes depend on age
  - ▶ Young, 3 to 6
  - ▶ Ages 6 to 9, 5 to 7
  - ▶ Adolescent, up to eight

For a group to work, there needs to be enough members for interaction, at minimum 3.



## Step 2: Develop a Written Proposal Population

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- ▶ Identify the population for whom the group will serve.
- ▶ Include group size as well as heterogeneous or homogenous description.
- ▶ e.g. The group is for 5 to 7 female students, ages 6- 8, who have experienced a parental divorce in the last 12 months.
- ▶ e.g. This group is for males and females in grades 3-5 who has experience emotional regulation problems within the past 6 months and have received a referral for disruption in the classroom. The group will serve up to 8 participants.





## Step 2: Develop a Written Proposal, Structure

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# Structure



# Who is your group population?



Text **116014** and your  
message to **37607**



Submit **116014** and your  
message to **<http://PollEv.com>**



No responses received yet. They will appear here...

# Step 2: Develop a Written Proposal Structure

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## Structure

- ▶ Describe the group structure, including the number of sessions, the length of sessions, the location, when the group will meet, etc.
- ▶ e.g. this psychoeducational group is a six session closed group that will be six weeks in duration. Each session will be from 1- 1:30 pm during the high school study hall and held in the counseling suite group room. It will be offered twice a year .

## Length

- ▶ The ideal length varies according to age (Gazda, 1989;Thompson & Rudolph, 1988)
  - ▶ Under 6, 20 to 30 minutes
  - ▶ Ages 6 o 9, 30 to 40 minutes
  - ▶ Older than 9, 40 to 75 minutes
  - ▶ Typically a “period” schedule in middle and highs school is most appropriate.



## Step 2: Develop a Written Proposal Structure

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### Location and Timeframe

- ▶ The following need to be considered:
  - ▶ Confidentiality
  - ▶ Space –is there enough room for chairs, cushions, etc?
  - ▶ Type of activities- do you need a flat surface? Room for role play?
  - ▶ Academic schedule

Check the school calendar to ensure continuity is not disrupted.

### Number of Session

- ▶ Number of sessions
  - ▶ 6 to 8 is what school counselors deem reasonable due to time constraints, calendar, and transience (DeLucia-Waack, 2001)
  - ▶ Other research states that 12 to 16 sessions is ideal for psychoeducational groups with the aim of behavior change.

Regardless of the length, the first session or two needs to be devoted to establishment of ground rules, norms, and introductions. At the end, at least 1-2 sessions need to be devoted to termination, summarizing learning, discussing application, and processing feelings.



## Step 2: Develop a Written Proposal, Need

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### Need/ Rationale

- Refer back to your needs assessment information



## Step 2: Develop a Written Proposal, Need

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- ▶ A document analysis of behavioral records at revealed that behavioral referrals and time out visits at X school have increased by 25% over the past 6 months. A survey of teachers revealed that 90% of teachers are concerned about the negative impact that behavioral problems in the classroom are having on academic achievement, and 75% of teachers report that they spend 25 % or more of class time dealing with tantrums. A survey of parents demonstrated that their two greatest concerns for their children at the school were physical health and academic achievement.
- ▶ When children participate in intense exercise and eat a healthy diets their physical health improves, academic performance improves, and their emotional regulation skills and self-confidence improve. Children who are active and physically fit have fewer cardiovascular risk factors than less active children; they encounter lower rates of coronary heart disease (Ross and Pate 1987), lower blood pressure( Fraser, Phillips and Harris, 1983) and lower body fat (Sallis, Buono, Roby, Micale, & Nelson, 1993). A good diet and intense exercise protect children against diabetes and osteoporosis (DiNubile,2000). Studies show that providing more time for physical activity can lead to increased test scores, particularly in the area of mathematics (Shephard,1997) Physical activity programs have been linked to stronger academic achievement, increased concentration, and improved reading and writing test scores as well (Symons, Cinelli,, James, Groff,,1997) Children who participate in intense physical activity exhibit more positive attitude about life(National Association for Sport and Physical Education, 2001) A six week study of children, five to twelve years old diagnosed with ADHD, participating in an intense running and exercise program yielded significant behavioral improvements. Greatest gains were made in reducing the incidence of conflict and oppositional problems (Wendt, 2001). Active adolescents tend to feel less lonely, shy and hopeless than do their physically inactive peers (Page, 1994). Physical activity was used as a treatment for hyperactive behavior by McGimsby and Favell (1988) who showed that increased exercise was an efficient means for reducing rates of aggression and hyperactivity in 8 of 10 subjects. Allen (1979) illustrated that intense has positive effects on stress and anxiety. Norris (1992) found that in an adolescent population aerobic training does appear to provide some benefits with regard to psychological stress and well being. Overall, children who participate in intense physical exercise such as running experience physical, emotional, and educational benefits.
- ▶ A twelve week psychoeducational group that incorporates the intense physical activity of walking and running is a viable intervention for the children, ages 5-12, who are enrolled at X school. A twelve week psychoeducational group has the potential to support and assist these children developing a healthy lifestyle so that they may experience physical, emotional, and educational benefits.

## Step 2: Develop a Written Proposal

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Goal and Objectives

Standards



## Step 2: Develop a Written Proposal, Goals

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### Goals

- **Definition:** Goals are general in nature (for they will be broken down later into objectives) and usually stated in terms of new skills, knowledge, or attitudes the learner is to acquire. The goal directs the entire design process.





## Step 2: Develop a Written Proposal, Goals

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### Goals

- To assist you in identifying your goal, you may answer the following questions:
  - Who are the participants that you want to accomplish your goal?
  - What should the participants be able to do, perform, or accomplish?
  - In what context will they be attempting to accomplish it?
  - What tools will be available to them as they attempt to accomplish it?
  - How could you tell if they did accomplish it?
  - What does the research say?



## Step 2: Develop a Written Proposal, Goals

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Goal for group based on literature and theoretical framework (list the goal, reference, and indicate cog, beh, or aff)

Educate about the grief process (Huss & Ritchie, 1999; Samide & Stockon, 2002)

Discuss feelings about death (Morgannett, 1990; Samide & Stockon, 2002)

Validate and normalize feelings (Samide & Stockon, 2002)

Understand and accept death (Morgannett, 1990; Pfeffer et al, 2002; Samide & Stockon, 2002)

Reduce depression (Huss & Ritchie, 1999)

Grief and  
Loss Group  
Example



## Step 2: Develop a Written Proposal, Goals

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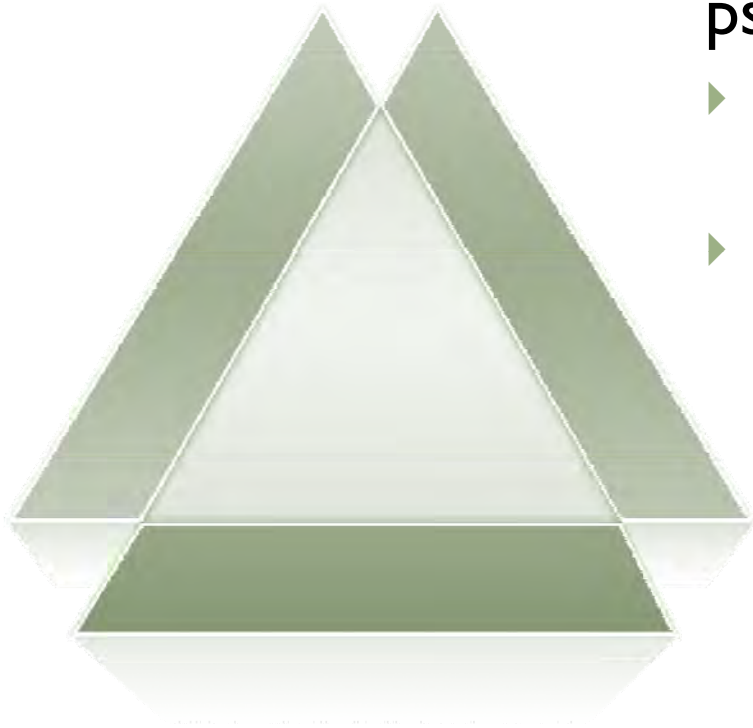
- ▶ **A well stated goal statement includes the following elements:**
  - ▶ Identification of the learners
  - ▶ Identification of the desired skill, knowledge, or attitude
  - ▶ Identification of the desired skill, knowledge, or attitude will be applied in context
  - ▶ Identification of the tools

Generally, an 8-week psychoeducational group should have 2-3 goals, as it is possible to spend 5-6 weeks on content to meet those goals.



## Step 2: Develop a Written Proposal, Goals

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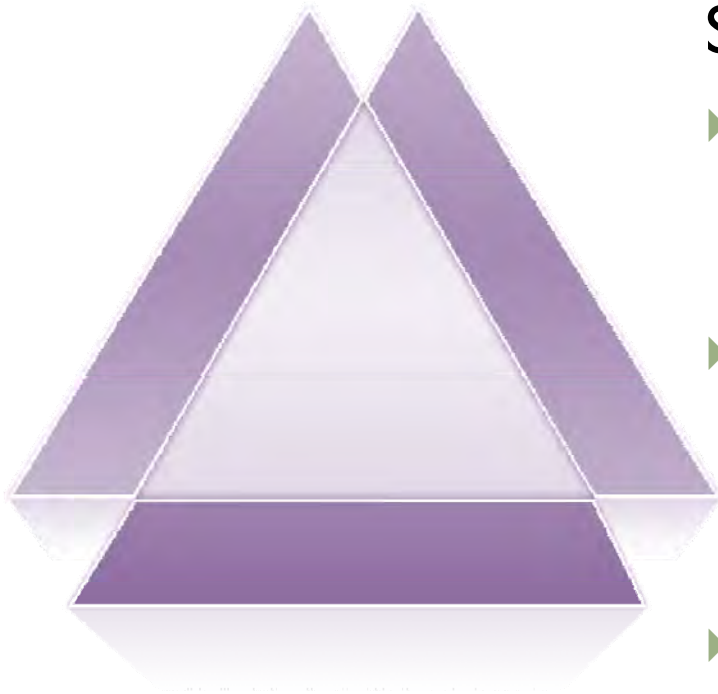
- ▶ 3 focuses of goals for psychoeducational groups:
  - ▶ Affective
    - ▶ Identification of negative feelings
  - ▶ Cognitive
    - ▶ Identification, generation, and reinforcement of positive thoughts that help members try out new behaviors and feel good about themselves
    - ▶ Identification and disputing of irrational beliefs that make members feel poorly or interfere with behavior
  - ▶ Behavioral
    - ▶ Obtainment of a new skill



## Step 2: Develop a Written Proposal, Goals

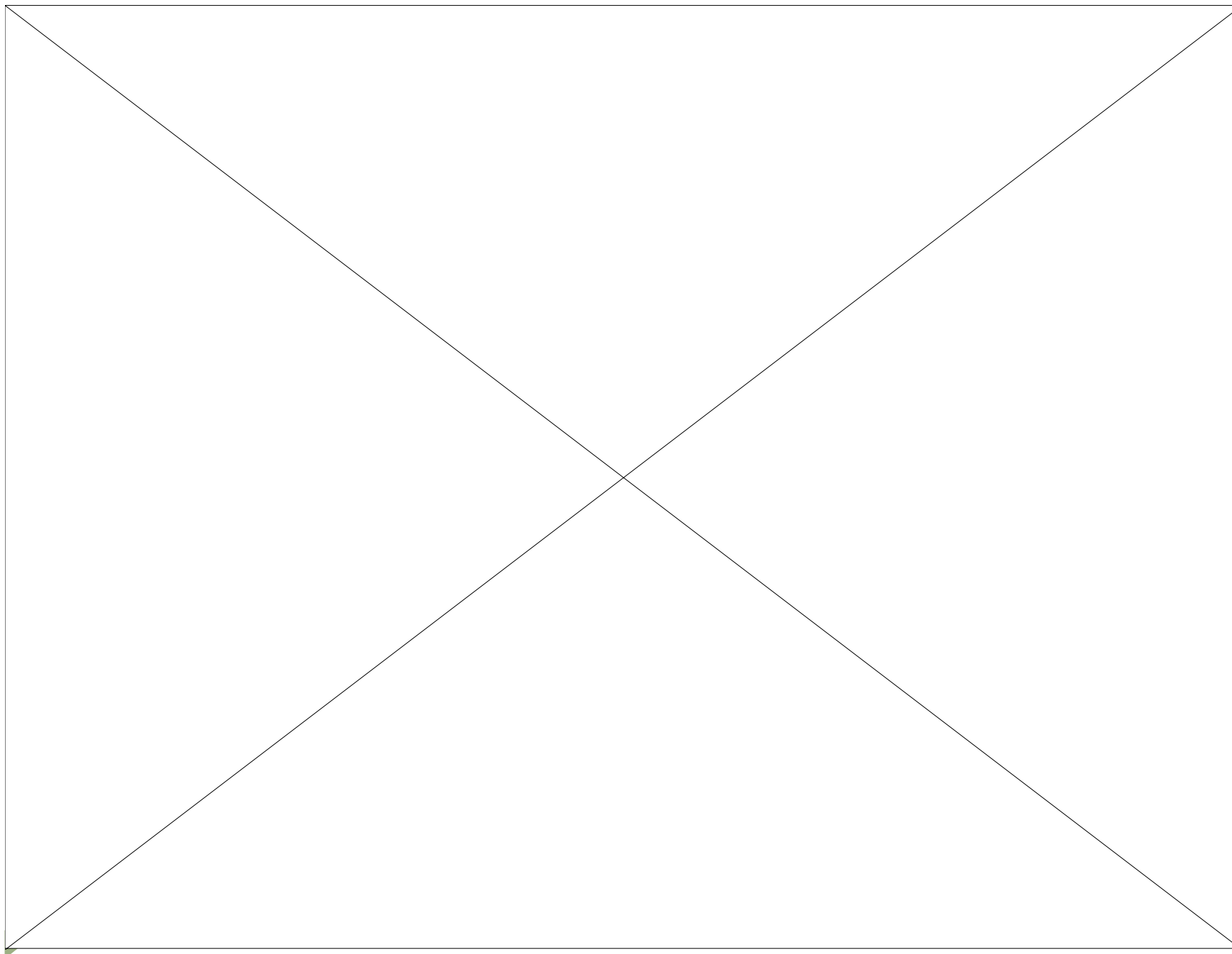
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- ▶ 3 focuses of goals for psychoeducational groups- Social Skills example:



- ▶ Affective
  - ▶ Identification of negative feelings in a social situation
- ▶ Cognitive
  - ▶ Identification and disputing of irrational beliefs that make the student feel anxious in a social situation
- ▶ Behavioral
  - ▶ Practicing introduction of self in a new social situation





## Step 2: Develop a Written Proposal, Objectives

### Mager's (1997) 3 elements of an effective objective

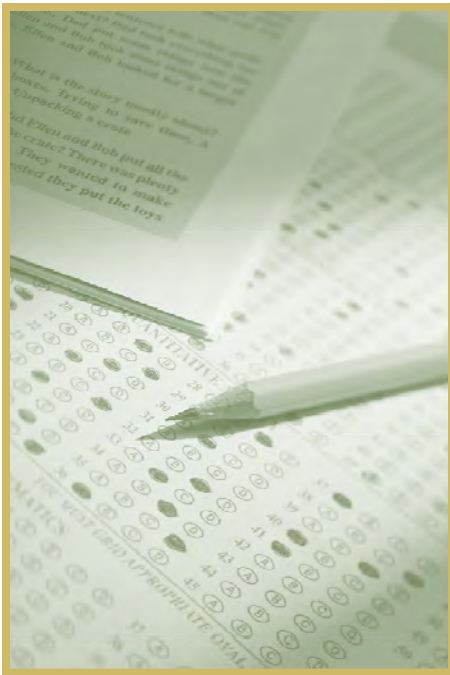
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- ▶ **Performance** is defined as a description of the expected behavior from the learner. It should be both measurable and observable and answers the question, "What will the learner be **DOING** when demonstrating achievement of the objective?"
    - ▶ The student will be able to look a peer in the eye when saying hello
    - ▶ The student will be able to write 3 emotions
  
  - ▶ A **Condition** is a description of the circumstances in which the task will be performed. It may also include a description of the available resources and tool for learners to complete the desired behavior.
    - ▶ Given a social situation
    - ▶ In the presence of an angry peer
  
  - ▶ **Criterion** refers to a description of the criteria that indicates mastery of the objective. It is the part of the objective that describes the desired or appropriate level of performance.
    - ▶ Students will write an APA style literature review. It should have no spelling, grammar, or punctuation errors.
    - ▶ Criterion may also be defined in terms of speed or accuracy. For example, Students will complete a math times table quiz within 10 minutes or with 75% accuracy.
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## Step 2: Develop a Written Proposal, Standards

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- ▶ Each goal and objective needs to align with:
  - ▶ The school mission
  - ▶ The ASCA national standards  
<http://ascamodel.timberlakepublishing.com/files/NationalStandards.pdf>
  - ▶ The state academic standards  
[http://www.doe.virginia.gov/testing/sol/standards\\_docs/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml)
- ▶ Research





## Step 2: Develop a Written Proposal, Standards

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- ▶ **Goal:** Given a planning sheet and using skills learned during group work sessions, each participant will write and implement a plan to make running a part of their regular lifestyle as a way to stay healthy and manage anger, stress, and anxiety.

### **Standard:** Fifth Grade SOL for Physical Education:

- ▶ 5.5 The student will participate in establishing and maintaining a safe environment for learning physical activities.
  - ▶ Work independently and with others to improve learning during physical activity.
  - ▶ Display appropriate cooperative and competitive behaviors.
- ▶ 5.6 The student will identify and participate regularly in physical activities based on personal abilities and interests (e.g., for improvement through practice, for enjoyment, for social interaction, for personal challenge).



## Step 2: Develop a Written Proposal

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# Program Evaluation



## Step 2: Develop a Written Proposal, Evaluation

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- ▶ The objectives describe where you plan to go, and the assessment determines if you got where you planned to go.
- ▶ Assessments should stem directly from the objectives, and the objectives provide the content for the assessment.
- ▶ The wording of the objective should guide the selection of assessment item type.
  - ▶ For example, if an objective is to *state the stages of grief*, a test that requires a fill-in-the-blank answer would be more appropriate than a multiple-choice question that requires a learner to choose the best answer from a list.
- ▶ Keep in mind that the farther removed the behavior in the assessment is from the behavior specified in the objective, the less likely you will be able to predict if participants can or cannot perform the objective.
- ▶ There should be congruence between the objective and the assessment!

▶ "If it's worth teaching, it's worth finding out whether the instruction was successful. If it wasn't entirely successful, it's worth finding out how to improve it"

▶ - Making Instruction Work, Mager, 1997, p. 83



## Step 2: Develop a Written Proposal, Evaluation

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- ▶ **Criterion-referenced assessments** directly measure whether or not a criteria has been achieved rather than compare learners' performance based on a norm group (e.g. norm-reference assessment; SAT; ACT).
- ▶ Dick, Carey and Carey (2005) discuss four different types of criterion-referenced assessment useful for instruction:
  - ▶ **Entry Assessment (also called diagnostic)** - an assessment given prior to beginning of instruction to assess learners' mastery of prerequisite skills. This type of assessment may be used to determine if the learner is ready to begin the instruction.
  - ▶ **Pre Assessment** - an assessment given prior to beginning of instruction to assess learners' mastery of skills within the instruction; thus, informing the instructor of skill and knowledge areas that need to be addressed more or less in-depth.
  - ▶ **Practice Assessment (also called formative)** - an assessment that occurs during instruction that provides the learner with corrective feedback from the instructor about how they are progressing toward the instructional objectives.
  - ▶ **Post Assessment (also called summative)** - an assessment that determine if learners achieved the objectives. If learners are not performing adequately, then there may be problem with the instruction.



# Step 2: Develop a Written Proposal

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## ▶ **Traditional Assessments**

- ▶ Counselor constructed test with Fill-in-the-blank, Completion, Multiple-choice, or Matching
- ▶ Counselor constructed Likert- type attitudinal scale (see example)
- ▶ Essay/ Paper
- ▶ School reports
- ▶ Commercially produced assessments (BDI, self-esteem inventory)

Can you  
think of  
others?

## ▶ **Authentic Assessments**

- ▶ Live performance
- ▶ Demonstrations
- ▶ Project
- ▶ Portfolios
- ▶ Interviews

Collect Data from Multiple Sources!!!

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▶ See: Gazda, 1989; Bruchner & Thompson, 1987; Stone & Bradely, 1984

# Step 2: Develop a Written Proposal, Evaluation

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## ► **Validated and Reliable Assessments**

- Children's Depression Inventory (Kovac's 1992) to measure depression
- Revised Children's Manifest Anxiety Scale (Reynolds & Richmond, 1985)
- The Perceived Competence Scale (Harter, 1982) to measure self-esteem
- Children's Beliefs about Parental Divorce Scale (Kurdek & Berg, 1987) to measure irrational beliefs
- The Inventory of Interpersonal Problems (Barkham et al, 1996), self scoring to assist with goal development and measurement of interpersonal issues (e.g. assertiveness, controlling)
- The Group Expectations Questionnaire (Lieberman et al, 1973) to measure interpersonal functioning in a group (e.g. I do not understand my inner feelings)

- Be clear about what you are measuring.
- Be sure that what you are measuring aligns with goals and theoretical orientation of the group.
- Be sure the instrument is sensitive enough to measure the change- 8 weeks is short!



## Step 2: Develop a Written Proposal , Evaluation

Goal	Objective	Standard	Assessment
Given a planning sheet and using skills learned during group work sessions, each participant will write and implement a plan to make running a part of their regular lifestyle as a way to stay healthy and manage anger, stress, and anxiety.	In the health plan template of the journal and on the test, participants will identify walking or running as one of the three activities they plan to use to manage their anger, stress, and anxiety.	Fifth Grade SOL for Physical Education 5.5., 5.6	Pretest, item 7 ,T/F “I use physical activity to manage my emotions”  Journal; journal rubric item 1  Posttest, item 7 ,T/F “I use physical activity to manage my emotions”



## Step 2: Develop a Written Proposal

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- ▶ **Analysis of results**
  - ▶ Descriptives
  - ▶ Gains
  - ▶ Statistical analysis





## Step 2: Develop a Written Proposal

Example attitudinal survey



## Step 2: Develop a Written Proposal , Evaluation

Item number	Pretest	Posttest	Difference
1	2	4	+2
2	2	4	+2
3	1	4	+3
4	3	3	0
5	3	3	0

### ► Conclusions

- Positive attitude change on 60% of the items, no regression.

### ► Data analysis for individual

- Enter pretest value
- Enter post test value
- Subtract the post test from the pretest to determine the difference

Individual data is usually for individual file. Be sure to maintain confidentiality when reporting effective results.

## Step 2: Develop a Written Proposal , Evaluation

Item number	Pretest (mean)	Posttest (mean)	Difference
1	2.9	4.7	+1.8
2	1.9	4.3	+2.4
3	3.0	2.1	-.9
4	1.8	3.5	+1.7
5	2.1	4.3	+2.2

### ► Conclusions

- Positive attitude change on 80% of the items

### ► Data analysis for group.

- List each members response to an item. Sum the numbers and divide the sum by the number of participants to get the mean. Enter pretest mean.
- Calculate the mean. Enter post test mean.
- Subtract the post test from the pretest to determine the difference





## Step 2: Develop a Written Proposal

Career Group Example



## Step 2: Develop a Written Proposal , Evaluation

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- ▶ A counselor created assessment for a Career Group
- ▶ A 14-item multiple-choice questionnaire reflecting the content of the standards-based curriculum..The questionnaire served as both the pretest and posttest.
  - ▶ Questionnaire items 1, 2, 4, 7, 8, 11, and 12 measured school counseling career curriculum competencies.
  - ▶ Items 3, 5, 6, and 10 measured language arts curriculum competencies.
  - ▶ Items 9, 13, and 14 measured mathematics curriculum competencies.
- ▶ **Validity and Reliability**
  - ▶ To determine the category for each question, two licensed school counselors used the school counseling and academic standards to individually code each question. The rater agreement was 92.8%. The one item of disagreement was identified and discussed. An agreement was made.
- ▶ The questionnaire was given to students in a paper format.
- ▶ Students were given one point for every item answered correctly and a zero for every item answered incorrectly.
  - ▶ Scores on the school counseling curriculum competencies section ranged from 0-7
  - ▶ the language art curriculum competencies section ranged from 0-4,
  - ▶ and the math competencies section ranged from 0-3.
  - ▶ The students could earn up to 14 points, a higher score indicated better knowledge acquisition.



## Step 2: Develop a Written Proposal , Evaluation

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- ▶ Students ( $N=19$ ) demonstrated a significant increase in their scores on the school counseling career questions from their pretest to posttest,  $t(18) = -4.87, p < .01$ , eta squared = .56, observed power .99. The mean increase in the score was 1.63.
  - ▶ Students also had significantly higher posttest language art scores than posttest scores,  $t(18) = -3.64, p = .002$ , eta squared = .42, observed power .93, with a mean score increase of .68.
  - ▶ Further, results yielded that students' mean scores significantly increased on the math questions from the pretest to posttest,  $t(18) = -4.40, p < .01$ , eta squared = .51, observed power .99. Students' mean scores increase was .83.
  - ▶ The magnitude of difference in the mean scores for all three content areas was large (eta squared ranged between .42 and .56).
  - ▶ The means, standard deviations, and percentage of increase for the blended and content specific pretest and posttest scores for the entire participant population are reported in Table I.
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## Step 2: Develop a Written Proposal , Evaluation

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**Table 1. Descriptive Statistics and Percentage of Difference between Pretest and Posttest for the entire group ( $n=19$ )**

<i>Content Area</i>	<i>Pre M (SD)</i>	<i>Post M (SD)</i>	<i>% of Difference</i>
Language Arts	1.42 (.91)	2.11(.81)	48.59%
Math	.95 (.78)	1.78(.63)	87.37%
School Counseling	2.37(1.30)	4.00(1.29)	68.78%
Blended	4.73(2.00)	7.90(2.00)	67.23%



## Step 2: Develop a Written Proposal , Evaluation

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**Table 2. Descriptive Statistics and Percentage of Difference between Pretest and Posttest Disaggregated by Gender.**

Content Area	Female (n = 7)		Male (n = 12)	
	Mean Pre: Post	% of difference	Mean Pre:Post	% of difference
Language Arts	1.29-2.14	65.89%	1.50 -2.08	38.67%
Math	1.14-1.86	63.16%	.83-1.75	110.84%
School Counseling	2.71-4.57	68.63%	2.17-3.67	69.12%
Blended	5.14-8.57	66.73%	4.50-7.50	66.67%





# Step 2: Develop a Written Proposal , Evaluation

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- ▶ **Climate (Only appropriate for HS)**
  - ▶ The Group Climate Questionnaire- S (MacKenzie, 1983, 1990), completed by leader and members to measure cohesion, self-disclosure, etc, after each session.
  - ▶ The Group Environment Scale ( Moos, 1986) assess group functioning and environment.
- ▶ **Activities & Techniques**
  - ▶ Kivlighan and Goldfine's (1991) Critical Incident Questionnaire (integrate it into processing time)
    - ▶ "Of the events that occurred in this group session today, which one do you feel is the most important to you personally? Describe the event- what took place, what group members were involved, and their reactions. Why was it important?"

Sometimes counselors and students have different perceptions:

*Every Day Gets a Little Closer:  
A twice Told Therapy* (Yaolom  
& Ginny Elkin, 1991)



## Step 2: Develop a Written Proposal , Evaluation

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### ► Assessment of Therapeutic Factors

- Therapeutic Factor Scale, Yalom (1975, 1986, 1995) suggests that there are 12 therapeutic factors that form the basis of an effective group, altruism, catharsis, cohesiveness, interpersonal learning input (feedback), etc. to assess them (HS only)
- Curative Factor Scale (Stone, Lewis & Black, 1994), a shorter version of the TFS and can be used with children and adolescents

### ► In-Session Group Behavior (Diagnostic, useful for note taking )

- Video, audio, and transcripts of sessions
  - Group Session Rating Scale (Getter et al, 1992) assesses the use of therapeutic interventions by leaders and members.
  - Interaction Process Analysis (Bales, 1950) measures task and interpersonal behaviors that emphasize problem solving (e.g. positive, negative, task, etc.)
  - Multiple Level Observation of Group (Bales, et al 1979) measures the interpersonal behavior of each member.
- 



## Step 2: Develop a Written Proposal, Evaluation

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- ▶ How will you evaluate the leader's effectiveness?





## **Needs Assessment : Group Activity**

- ▶ Break up into small groups, discuss & provide feedback on the following:
- ▶ Goal
- ▶ Standards,
- ▶ Objectives
- ▶ Evaluation



## Step 2: Develop a Written Proposal

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### Session Outline

- **Session Structure**



## Step 2: Develop a Written Proposal, Sessions

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### Session Structure

- Opening
- Working
- Processing
- Closing





## Step 2: Develop a Written Proposal, Sessions

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### Opening

- Focus on what will be discussed/  
introduce topic (Morganett,  
1990)
- Review previous session or  
homework



## Step 2: Develop a Written Proposal, Sessions

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### ▶ Example opening activities

- ▶ Go-around (e.g. have each member identify a strategy they used or could have used to manage their anger)
  - ▶ Check-ins (leader: Note themes)
  - ▶ Poem reading that focuses on past topic and introduces new
  - ▶ Normalization list (e.g. ask members to identify someone who famous or they know experienced divorce)
  - ▶ Opening Question:
    - ▶ What did you do this week that you learned from the previous session?
    - ▶ Could we have a report on your homework assignment?
- 

Activity:  
How were you  
stressed over  
the last week?





## Step 2: Develop a Written Proposal, Sessions

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### Activity:

Write down one situation in which you could have  
used help this week.

Crumple the piece of paper and throw in the middle  
of the circle.



## Step 2: Develop a Written Proposal, Sessions

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Activity:  
Scruffy the dog's heart problem.



## Step 2: Develop a Written Proposal, Sessions

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### Working

- Focuses on the group goal
- Discussion and interaction around a specific topic
- Skill practice (e.g. expression of feeling, assertiveness, communication)



## Step 2: Develop a Written Proposal, Sessions

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- ▶ Role play
- ▶ Gestalt empty chair or two chair
- ▶ Use puppets to discuss feelings and practice new behaviors.
- ▶ Draw
- ▶ Complete a check list of strengths
- ▶ Read and discuss a poem
- ▶ Create an “I can”

All groups with children and adolescents need to include interventions to discuss feelings, connect with others, and identify potential solutions for their concerns, regardless of the theme or topic (Smead, 1995).

Note: children and adolescents respond better to nonverbal techniques rather than verbal because of limited vocabulary and disposition to display feelings through play (Gladdings, 1998)



## Step 2: Develop a Written Proposal, Sessions

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- ▶ Conyne (2003) suggests the following sequencing for a group that aims for skill acquisition: (may take a few sessions)
  - ▶ Present content
  - ▶ Describe relevant skill
  - ▶ Demonstrate the skill
  - ▶ Practice
  - ▶ Give practice feedback
  - ▶ Discuss application to real world
  - ▶ Retry
  - ▶ Process



## Step 2: Develop a Written Proposal, Sessions

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Activity:  
Write your own story.

- Pages
- Drawing pad



## Step 2: Develop a Written Proposal, Sessions

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### Technology Integration in Group: Top ipad apps for group .

- iBook author- create multimedia books
  - I stop motion- clay animation stories
- Puppet pal- tell stories with your fingers
- Comics- have students create their own comic stripes
- iMovie/ Movie creation - produce a role play, read a poem
- Brainstorm, corknote, ithoughts, corkulous, popplet- brainstorming or concept mapping



## Step 2: Develop a Written Proposal, Sessions

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### \*Most overlooked: Process

- “Capitalizing on significant happenings in the here and now interactions of the group to help members reflect on the meaning of their experience, better understand their own thoughts, feelings, and actions, and generalize what is learned to their life outside of group” (Stockton, Morran, & Nitz, 2000, p. 345).
- Intended to assist members to identify what was learned, to reflect on their reactions to exercises, to learn about themselves, and to transfer their learning to real life.





# Step 2: Develop a Written Proposal, Sessions

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- ▶ Critical Incident Questionnaire
  - ▶ Go around
    - ▶ What I learned today from group was...
    - ▶ One thing that I will take from group was..
    - ▶ One skill I will try out this week is...
    - ▶ What was it like to be here today?
  - ▶ Interpersonal
    - ▶ With whom did you feel the most connected and why?
    - ▶ The think I liked best (or least) about this session was...
    - ▶ From whom did you learn today, and what did you learn from that person?
    - ▶ I like it when you...
    - ▶ What are you feeling right now?
    - ▶ You had feelings during group today. What did you learn about yourself from this?
    - ▶ Who was most helpful and why?
  - ▶ Problem solving
    - ▶ How did we work together today?
    - ▶ What did you do differently in group today?
    - ▶ Does anyone want to give a peer feedback?
    - ▶ Are there any changes you'd like to make to group?
    - ▶ What did you do to help someone else learn?
- 



## Step 2: Develop a Written Proposal, Sessions

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### Closing

- Clarify what has been learned (Gladding, 1991)
- Identify goals to work on between sessions
- Assignment of “own” work
- Identify possible application for the week



## Step 2: Develop a Written Proposal, Sessions

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- ▶ Closing statement
- ▶ Transition song (e.g. Conley (1994) “Everybody Needs a Friend,” “So Am I,” “I am A Kid”)
- ▶ Group ritual (e.g. Positive thinking stripes, trash ball, etc.)
- ▶ Read an inspiring story
- ▶ Complete a relaxation exercise \*

It is important to assist students in leaving intense feelings and emotions in the room as they transition back to school.



## Step 2: Develop a Written Proposal, Sessions

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- ▶ **Closing metaphors**
  - ▶ The flexible “straw”
  - ▶ Leaving behind the “pacifier”
  - ▶ Candy bars
  - ▶ Animals

You can always count on the frog, being so patient and flexible waiting for a dragon mean to come along, and living in so many difficult and unpleasant places. If the frog can be flexible, you can be flexible too with your parents' divorce.

(Smead, 2003, p.12)



## Step 2: Develop a Written Proposal, Sessions

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### Relaxation Exercise



## Step 2: Develop a Written Proposal

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### Session Outline

- **Session Content**



## Step 2: Develop a Written Proposal, Sessions

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- ▶ Choose activities and techniques that align with your chosen theoretical orientation and are consistent with what research demonstrates as effective.
- ▶ Plan activities and techniques based on goals and objectives, group size, and timeframe.



## Step 2: Develop a Written Proposal, Sessions

### Grief and Loss Group Example

Goal for group based on literature and theoretical framework (list the goal, reference, and indicate cog, beh, or aff)

Educate about the grief process (Huss & Ritchie, 1999; Samide & Stockon, 2002)

Discuss feelings about death (Morgannett, 1990; Samide & Stockon, 2002)

Validate and normalize feelings (Samide & Stockon, 2002)

Understand and accept death (Morgannett, 1990; Pfeffer et al, 2002; Samide & Stockon, 2002)

Reduce depression (Huss & Ritchie, 1999)

Technique

Lesson on Kuber-Ross Theory (Morgannett, 1990; Moore & Herihy, 1993)

Educational presentation on Kuber-Ross Theory (Morgannett, 1990)

Share the event (Freeman, 1991)

Art therapy/ Draw (Samide & Stockon, 2002)

Feeling list (Huss & Ritchie, 1999)

Create personal memorial (Morgannett, 1990)

Discussion and share experience (Morgannett, 1990; Huss & Ritchie, 1999)

Write questions and place in box for leader (Samide & Stockon, 2002, p. 200)

Cognitive reframing (Sandler, et al, 2003)



## Step 2: Develop a Written Proposal, Sessions

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Pair sessions to  
group goals and  
objectives (cluster)

Pair interventions  
and activities to  
topics

Pair interventions  
and sessions to  
group stages



## Step 2: Develop a Written Proposal, Sessions

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Goal	Objective	Standard	Assessment	Activity/ Technique	Homework
Given a planning sheet and using skills learned during group work sessions, each participant will write and implement a plan to make running a part of their regular lifestyle as a way to stay healthy and manage anger, stress, and anxiety.	In the health plan template of the journal and on the test, participants will identify walking or running as one of the three activities they plan to use to manage their anger, stress, and anxiety.	Fifth Grade SOL for Physical Education 5.5., 5.6	Pretest, item 7 ,T/F “I use physical activity to manage my emotions”  Journal; journal rubric item 1  Posttest, item 7 ,T/F “I use physical activity to manage my emotions”		



# Step 2: Develop a Written Proposal, Sessions

Session	Topic	Title
Duration	Theoretical orientation	Techniques
Summary		
Materials		
Core ASCA Standard(s):		
Core State Academic Standard(s):		
Objectives:		
Assessments:		
<b>Procedures:</b> <b>Opening</b> 1. 2. 3. <b>Working</b> 1. 2. 3. <b>Processing</b> 1. 2. 3. <b>Closing/ Ownwork</b> 1. 2. 3.		
Group Stage and Emerging Issues:		



## *A True Friend (Promoting Friendship)*

# Step 2: Develop a Written Proposal, Sessions – Making a True Friend

<b><i>GUIDANCE STANDARDS:</i></b>	<b>The student will:</b> <ul style="list-style-type: none"><li>• <b>EA9:</b> Use study skills and test-taking strategies.</li><li>• <b>EP1:</b> Exhibit the principles of character, including honesty, trustworthiness, respect for the rights and property of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring, and citizenship.</li><li>• <b>EP2:</b> Understand how to make and keep friends and work cooperatively with others.</li></ul>		
<b><i>ACADEMIC STANDARDS:</i></b>	<ul style="list-style-type: none"><li>• <b>Oral Language 3.1:</b> The student will use effective communication skills in group activities.</li><li>• <b>Writing 3.9:</b> The student will write descriptive paragraphs. c) Group related ideas.</li><li>• <b>Writing 3.10:</b> The student will write stories, letters, simple explanations, and short reports across all content areas. a) Use a variety of planning strategies.</li></ul>		
<b><i>RELATED GUIDANCE OBJECTIVES (RGO):</i></b>	<b>The student will:</b> <ol style="list-style-type: none"><li>1. Recognize the characteristics of good friendships.</li></ol>		
<b><i>SUBJECT/GRADE:</i></b>	3 <sup>rd</sup> Grade English	<b><i>LENGTH:</i></b>	35 minutes



## Step 2: Develop a Written Proposal, Sessions – Making a True Friend

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### **MATERIALS:**

#### **Each student will need:**

- ▶ 3 slips of paper
- ▶ index card
- ▶ Handout: Compliments Are a Good Idea & Not-So-Good Feeling Words

#### **Counselor Resources:**

- ▶ Friendship Cards (Print page 1 on yellow paper, print pages 2-6 on purple paper and print pages 7-8 on pink paper. Cut out the cards, laminate, then stick magnetic tape to the back of the cards)
- ▶ Good Friends Thinking Map Diagram
- ▶ Compliment Bag – cut strips of paper for students to write their names on (3 per student)



# Step 2: Develop a Written Proposal, Sessions – Making a True Friend


## **ACTIVITIES:**

### **1. Thinking about Friendship (15 minutes)**

 **EP1, EP2, RGO 1, Oral Language 3.1, Writing 3.9, Writing 3.10**


As a class, create a thinking map that shows positive ways we can make and keep friends. Give each student a Good Friends Thinking Map card and have them come up one at a time to place their card on the thinking map. Call up the student with the yellow circle first, then students with purple cards, then those with pink cards to create the thinking map. Discuss each card's message as it is placed on the thinking map.

### **2. Giving Compliments is a Good Idea (10 minutes)**

 **EP1, EP2, RGO1, Oral Language 3.1**

A great way to make and keep friends is to acknowledge people by giving them positive compliments. When you give someone a compliment, you not only make him/her feel special, but it makes you feel good for being such a kind person. Give students the handout, "Compliments are a Good Idea". Have students write their name on three slips of paper. Put all the names into a bag/hat. Have student draw 3 names out of the hat (it's ok if they pull the same person twice, but do not let them draw their own name). When you say "begin", have students walk around to find the people on their strips and give them a positive compliment. It can be one from the list or it can be one they create. When everyone is finished, reflect on how it made them feel to give a compliment and receive a compliment.

### **3. Giving Putdowns is a Bad Idea (10 minutes)**

 **EP1, EP2, RGO1, Oral Language 3.1**

Say to the students, "Has anyone ever said something mean to someone and then later felt really bad about it? Has anyone ever been putdown and it made you have a really bad day? Unfortunately, we are all human and part of being human is having emotions of anger, jealousy, disappointment, and sadness. Today we are going to talk about some of the things people say to us that hurt us as well." Distribute one index card to each student. Ask them to think about a time when

## Step 2: Develop a Written Proposal, Sessions

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- ▶ Activities should be chosen based on the stage of group (Yalom, 1995; Jones & Robinson, 2000):

- ▶ Initial
- ▶ Working
- ▶ Ending

Activities range from more to less intense.

“the extent to which the group topic, structured exercise, and group techniques do the following: (a) evoke anxiety among group participants, (b) challenge group participants to self-disclose, (c) increase awareness, (d) focus on feelings, (e) concentrate on the here and now, and (f) focus on threatening issues” (Jones & Robinson, 2000, p. 358)



## Step 2: Develop a Written Proposal, Sessions

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- **Forming.** In the forming stage, a group attempts to define the task and decide how it will be accomplished. Members may feel excitement, anticipation, and optimism or suspicion, fear, and anxiety about the work ahead. The group also attempts to determine acceptable group behavior and how to deal with group problems, and begins to develop group identity.
- **Storming.** In this stage, members may resist the tasks at hand or may resist approaches different from those each individual is comfortable using. Common group behavior during this stage includes establishment of unrealistic goals, concern about excessive work, defensiveness and competition among the members—who may argue even when they agree on the real issues—and questioning of suggested approaches. Some groups fail to get beyond this stage, and remain in conflict.
- **Norming.** In this stage, groups begin to develop a sense of team closeness, and are more willing to discuss the team's dynamics and to express criticism constructively. The group attempts to reach harmony or avoid personal conflict by establishing ground rules. Group members might begin to feel a sense of relief that things are going to “work out.”
- **Performing.** In this stage, group members have a better understanding of each other's strengths and weaknesses, and are able to work through group problems. They often feel close to the team and satisfaction with progress. They have learned to work together effectively and to disagree without losing mutual respect.





## Step 2: Develop a Written Proposal, Sessions

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### ▶ Initial sessions

- ▶ Focus on introductions
- ▶ Meet fellow group members
- ▶ Overcome anxiety

### ▶ Initial activities

- ▶ Encourage low intensity interactions
- ▶ Focus on orienting members to norms, processes, and interactions
- ▶ Focus on trust building
- ▶ Model appropriate behavior
- ▶ Minimally affective and nonthreatening (low disclosure)

#### Activities:

•“Autobiography“ (Bridbord, 2002)- asks group members, based on their lives, to create a title, define the type of book it would be (e.g., fiction, romance...

•“Guess who?” (Doughty, 2002) - asks group members to write down on a card a fact or personal experience that the group probably would not know and then the leader reads the facts and group member guess



## Step 2: Develop a Written Proposal, Sessions

### ▶ Working sessions

- ▶ Intense affect
- ▶ Increased self-disclosure
- ▶ Accelerated willingness to work on issues
- ▶ High sense of cohesion and trust
- ▶ Increased self- exploration and expression

### ▶ Working activities

- ▶ Encourage increased self- awareness
- ▶ Increased affective involvement
- ▶ Trying new behaviors, skills, and attitudes
- ▶ Work through personal issues
- ▶ Challenging and anxiety provoking
- ▶ Focus on the here and now

#### Activities:

- “Actions speak louder than words” (Dossick & Shea, 1990) asks members to identify how they communicate verbally and nonverbally and asks members to give feedback on how they are sending each other double messages.
- “The Scrapbook” (Dossick & Shea, 1990) ask members to create a collage demonstrating how they are influencing one another
- “A Group Image” (Brown, 2002)
- “Our Two Faces” (Gerrity, 2002)

## Step 2: Develop a Written Proposal, Sessions

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### ▶ Ending sessions

- ▶ Focus on issues surrounding termination
- ▶ Focuses on integration and application of new skills

### ▶ Ending activities

- ▶ Focus on exploring what members have gained and how it will effect their future
- ▶ Saying good bye
- ▶ Expressing what was learned
- ▶ Less intense

#### Activities:

- “Closing: Thanking Others” (DeLucia-Waak, 2002)
- “My Core Self: The Center of the Quilt” (Thomas, 2002)
- “Letter writing”
- “Jeopardy” review
- “The Gift” (Dossick & Shea, 1990) each member draws or writes a symbolic gift on a piece of paper and presents it to the members of the group

